Teacher: Laura DeSantis

Grade: 1  
Subject: Science/Writing

Grouping: Whole class

Aim/Objective: To see if litter will affect grass growth.   
Common Core State Standard: W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Charlotte Danielson’s Framework for Teaching:

Domain 3: Instruction

Competencies 3c: Engaging Students in Learning

Materials: planters, soil, grass seeds, water, various "trash" items (cup, soda bottle, wrapper, chip bag), chart paper  
Vocabulary:   
Grass  
Soil  
Seeds  
Litter  
Trash  
Trash can  
Recycle  
Affect

Introduction: Make a web with the class about grass/plants to activate the students' prior knowledge.   
Predictions: Turn and talk with your partner about how you think litter might affect grass. Take a class vote on whether or not you think the litter will affect the grass' growth. Make a bar graph showing our predicted votes.   
Procedure:   
1) Plant to planters each with soil and grass seeds.   
2) One planter will be just soil and seeds.   
3) The second planter will have soil and seeds. It will be 75% covered with litter.   
4) Both planters will be put on a bookcase in the sunlight and will be watered the same.   
5) The students will keep an illustrated log of the two planters.    
6) After 1-2 weeks we will discuss what we have seen and discuss why it happened.   
Evaluation/Assessment: The students will write 2-3 sentences about the experiment, litter and how it can affect our plants/grass. They will also create a mini poster encouraging proper garbage disposal.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grass Log

|  |  |  |
| --- | --- | --- |
|  | Regular Grass | Grass with Litter |
| Date |  |  |
| Date |  |  |
| Date |  |  |
| Date |  |  |

